



# Project Bridge Newsletter

## Fall Solo Teaching Ends

December, 2003

By Carrie Beth Brouse, Ph.D.  
Department of Education

As hard as it is to believe, the solo teaching phase of Block II is coming to a close. With the end of this experience comes mixed emotions. Interns are both happy and sad - happy to have yet another component of the intense MAT program almost behind them and sad to be leaving 'their children' and current classroom experiences. Mentors are happy to have witnessed and been instrumental in the growth of their interns, but also a bit sad to be sending them on to another classroom. And let's not forget

the children, as the phase out period stirs emotions in them, too.

In addition to the feelings associated with phasing out, there are also some challenges. Interns and mentors will need to work hard at maintaining open lines of communication as they become separated in Block III. They also will need to make sure that the cooperating teacher becomes an integral part of the conversations they will have. Mentors will have to work to smoothly transition back into the lead role in the classroom. They also will have to take back all of the

other teaching responsibilities. And the children will need to mourn what is their loss and adjust to the change in leadership in their classrooms.

Clearly, large doses of compassion and empathy are warranted at this time. Additionally, above and beyond measures to stay connected and effectively communicate will make the transitions smoother. Finally, this should also be a time for all to celebrate. Celebrate the learning and growth, the making of new friends and colleagues, and the fact that everyone is that much closer to the end.

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### Teacher Tips:

Kari Tschaenn and Kara Mabus offer these tips to the interns:

- ✓ Make sure all students are ready before beginning a new lesson.
- ✓ Reward the positives instead of harping on the negatives.
- ✓ Be consistent.
- ✓ Do your best to make each child feel important everyday.

## MAT Portfolio

By Dr. Sue Blackwell, Education Department Chair

As part of the MAT program assessment, all the MAT candidates must submit portfolios three times during their preparation. The two critical times are at the end of each semester. The candidates select samples of work that demonstrate competency for each of the 11 Marian College Program Principles. They write a reflection on each principle, explaining how the samples show what they know and are able to do as beginning

teachers. Faculty then read the portfolios and evaluate them. Each portfolio is read twice during this process and scores are compared.

This work sample portfolio provides the candidates opportunities to talk specifically about their strengths and weaknesses in knowledge and skill areas. This self-analysis provides information to the faculty regarding program components and it provides the candidates with information to set specific learning goals for them-

selves.

The process of putting the portfolio together is intense, with the reflective writing key to understanding what each of the work samples means. While the process is a fairly independent one, mentors should help candidates with the selection of work sample items. Candidates need to show examples of work that they have been able to develop on their own - either for class assignments or actual teaching. Samples from actual teaching are preferred.

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# December 2003

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 Solo Teach	2 Solo Teach	3 Solo Teach	4 Solo Teach	5 Solo Teach	6
7	8 Solo Teaching Phase-out	9 Solo Teaching Phase-out	10 Solo Teaching Phase-out	11 Solo Teaching Phase-out	12 Last Day with Mentor	13
14	15	16 MC Classes 8-noon	17 Portfolio Due	18 Exit Inter-	19 Exit Inter-	20
21	22	23	24	25	26	27
28	29	30	31			

## Schedule of Events

Holiday Celebrations  
(For more details, see "Culture Corner", p. 3)

- ✓ **December 6** — Sankt Nikolaus Fest
- ✓ **December 13** — Santa Lucia
- ✓ **December 16—24** — Las Posadas
- ✓ **December 19—27** — Chanukah
- ✓ **December 25** — Christmas
- ✓ **December 26—January 1** — Kwanzaa

## Volunteer Service Opportunities

For more information on the following service projects, contact the Community Ministry office, (317) 955-6085

### Salvation Army Red Kettle Campaign

Help fight the problems of homelessness, hunger, poverty and substance abuse by donating your time to ring bells at the Red Kettle Stands this Christmas Season. November 15th- December 27th.

The Care Center (Soup Kitchen for Women and Children) M,W,F , 5:00- 6:30 p.m.

St. Vincent DePaul Food Pantry Thursday, December 11<sup>th</sup> 4:45- 7:30 p.m.

Christmas Store- Collection Boxes found through-out Campus.

Items needed: (NEW) Adult clothing, hats gloves and underwear, Household items such as blankets, sheets, cookware, dishes, and small appliances, childrens' clothing, toys, school supplies, books, teen items. Volunteer at the store- Fridays in December, 8:30 -Noon, 11:30-2:30p.m. **Designated Marian Day- December 12<sup>th</sup>**

## Reflections on Classroom Experience

by Karen Bevis  
Department of Education

Here it is, almost the end of November and the anticipation of beginning the solo teaching phase has been replaced by the anxiousness of video taping, meeting standards, working on classroom management, planning lessons to find the schedule has been changed, and, finally, trying to find the time to go to the bathroom!

It is with great pleasure that I've been visiting so many of you and have watched you all grow in the knowledge and understanding that is required to be an effective educator. Your dedication to students and their learning is beginning to take shape. When we started, none of you had thought of all the things you would learn or do during these "solo" days. I've seen everything from the food pyramid in tape on the floor to making compost. How much fun was that?!

As you begin to phase-out, I challenge you all to take an honest and reflective look at how much you have grown and changed. What were you good at? What needs more of your attention? And by all means, pat yourselves on the back for the accomplishments of these past weeks. Believe me when I tell you that your presence in the schools and classrooms have made a positive influence on someone's education!

## Marian's Theatre Activities

The theatre at Marian College is alive and well — performances are actively being organized and produced in Peine Theatre and should not be missed. Mr. Kris Steege, Director for Theatre Activities, is excited not only about these performances, but also about the opportunities they present to campus life in terms of cooperation and service.

One production each semester is put on by Marian in Peine Theatre. The most recent production, "The Musical Comedy Murders of 1940," a mystery farce spoofing Hollywood movies of the 1940's and theatre as a profession, ended its run in November. The actors in these productions are Marian students. The production staff are also students: part of Mr. Steege's academic course, "Play Production," includes the students helping him to launch the shows.

Current interest in Marian's theatre activities is strong, but Mr. Steege hopes that as it grows, more and larger productions can be performed.

Mr. Steege's vision of Marian's theatre activities includes campus and community involvement and cooperation; he sees the current theatre program as a service in itself. He feels that, in the past, theatre has ostracized itself from the larger community. He would like to change that path and wants the campus to feel that they can be involved and have the theatre be useful to them. In that spirit, a play selection committee is in the formation process, and will include students, faculty and staff. Mr. Steege hopes for increased cooperation between the theatre program and other academic departments, such as Music. Also, Peine Theatre is being rented out to local theatre groups,

raising the number of productions that appear on campus, bringing more people to campus, and increasing Marian's visibility in the community. Finally, Mr. Steege hopes to bring more non-traditional students into campus theatre, and invites them to contact him for more information.

Next semester's production will be "The Frog Prince," a children's musical. 10 am and noon shows between April 20—23 are geared toward grade school audiences; public performances are April 23—24 at 7 pm, with a 2 pm matinee on April 24. Auditions will be held March 1-2 between 6-10 pm in the music building, and all students (including MAT's!) are encouraged to attend. Tickets for performances are free to Marian students.

## MAT Review Meeting

The MAT mid-program review meeting was held on November 11 in Stokely Mansion. Department Chair Sue Blackwell spoke about the program's progress, maintaining one's positive attitude and passion for education, and various issues that have been raised. Karen Bevis

spoke about the observation process and made suggestions for improving classroom relationships. Carrie Brouse led a group reflection on mentor, faculty and intern experiences and what can be learned from them. Finally, a self-evaluation assessment tool was

completed by all in attendance and a group discussion about the results was facilitated by Program Director Cheryl Hertzner. Questions about the results of the self-assessment should be directed to Cheryl Hertzner or Jenny M. Witcher (contact info. on p. 4).

## Culture Corner

December is a month full of celebrations, including the Sankt Nikolaus Fest on December 6 (<http://www.ulib.iupui.edu/kade/niklaus.html>), Santa Lucia on December 13 (<http://www.umkc.edu/imc/stlucia.htm>), Las Posadas on December 16 through December 24 (<http://spanish.about.com/library/weekly/aa122099a.htm>), Chanukah December 19-27 (<http://www.holidays.net/chanukah/>), Christmas on December 25 (<http://www.holidays.net/christmas/story.htm>), and Kwanzaa on December 26 through January 1 (<http://www.kwanzaaland.com/>).

Las Posadas is a traditional Mexican festival that re-enacts Joseph's search for room at the inn. ("Posada" in Spanish means lodging or shelter.) It is celebrated with an outdoor procession through the community that stops at selected homes and asks for lodging. Participants are invited to read scriptures and sing Christmas carols called *alguinaldos*, and hosts provide refreshments. The celebration continues for eight nights in commemoration of Joseph and Mary's journey from Nazareth to Bethlehem.

You can celebrate Las Posadas and learn about other holiday traditions at the Eiteljorg Museum on Saturday

and Sunday, December 13 and 14. On Sunday, a Las Posadas procession will take place from 5 PM to 8 PM. It will begin at the Indiana History Center and wind along the canal of White River State Park, and walk to the Eiteljorg for live music by the Cool Chillies, traditional *pan dulce* (sweet bread), hot chocolate and piñatas. Call the museum at (317) 636-9378, extension 119 to make reservations. Go to the museum's web site at [www.eiteljorg.org](http://www.eiteljorg.org) for more

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Project Bridge to Achievement

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Readers, this is your newsletter. We welcome any contributions you wish to make. If you have a news item, a suggestion or a correction, please contact Jenny M. Witcher by phone or email. If you are a mentor or student and would like to volunteer to be profiled in subsequent issues, or if you would like to contribute a "Teacher Tip," please contact Jenny, Carmen Polk or Cheryl Hertzler. Thank you for your interest and participation!

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Info sessions for prospective students

Do you know anyone who would be a good MAT candidate? Then recommend a Project Bridge Information Session! At each session, application packets will be distributed\*, the program will be described, and the application and selection process will be explained. Refreshments will be served. Please call Cheryl Hertzler (955-6087) to make a reservation for one of the following dates; all sessions 6-8 PM in Allison Mansion:

December 8  
 January 14

\*All application materials are due on February 1, 2004 to be considered for the 2004-2005 Cohort.

Faculty Profile: Cheryl Hertzler

Cheryl Hertzler is the Project Bridge Director, a position that keeps her very busy. Her responsibilities include (but are certainly not limited to!) recruiting and selecting students, organizing meetings and workshops, communicating with stakeholders and potential students, providing information sessions and individual appointments to applicants, coordinating MAT course schedules and faculty assignments, providing outreach, and advising Project Bridge interns.

Cheryl's academic background include a BA in Spanish and an MA from IU Bloomington in Applied Linguistics. Originally, Cheryl had intended to teach Spanish and student taught in Pasco, Washington with IU's Latino Project. It was this experience that led to her interest in ESL education and to her graduate work. She has taught English at Yarmouk University in Irbid, Jordan and at Amman Academy in Amman, Jordan. Though

she had not planned to work in higher education, Cheryl found the Director's position interesting because it draws on her education and life experiences. "As Project Bridge Director, I am able to share my knowledge of how to teach children from various language and cultural backgrounds with others."

Cheryl and her children, Wafa and Ibrahim, returned to Indiana from Jordan following the unexpected death of her husband, a United Nations employee. After such a difficult experience, Cheryl felt that her children would benefit from the educational choices and proximity to family the move to Indiana would afford. She was delighted when she saw Marian's ad for the Project Bridge director position, which called for "bilingual or ESL experience." When she saw the ad, she told her sister, "That's me."

Cheryl's advice to new teachers includes treating all students with dig-

nity and respect and developing trustful and respectful relationships with them. Cheryl's philosophy of education gives her the desire to make sure teachers are prepared for classrooms with culturally and linguistically diverse students. "If I provide meaningful learning experiences for my students that touch their hearts, their heads will be ready to learn the necessary facts and their hands will be ready to develop the required skills to become successful teachers of all students. I am a guide for my students. I can provide them with a map, but they must make the journey themselves."

Project Bridge is fortunate to have Cheryl's leadership, skills and vision.

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